

Arizona Reading Standard Performance Level Descriptors

Grade 7

The performance descriptors are based upon the utilization of grade-level appropriate reading materials.

Exceeds the Standard – Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate strong analytical and inferential skills in comprehending more challenging and complex text. They are able to distinguish between primary and secondary reference source materials and explain an author’s use of secondary source materials to achieve a specific purpose.

Meets the Standard – Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the reading standard. Students who perform at this level are able to utilize organizational structure, summarize the implied main idea, and make relevant inferences from informational texts. They will be able to make predictions based on text features and identify a common theme in two literary texts.

Approaches the Standard – Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show a basic understanding of determining the author’s purpose, identifying the stated main idea, and extracting details from informational texts. They can recognize missing information and determine the sequence of activities in functional texts. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

Falls Far Below the Standard – Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state’s reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

Students at the “Exceeds the Standard” level generally know the skills required at the “Meets” and “Approaches” levels and are able to:	Students at the “Meets the Standard” level generally know the skills required at the “Approaches” level and are able to:	Students at the “Approaches the Standard” level generally know and are able to:
<ul style="list-style-type: none"> Analyze figurative language and idioms. Analyze authors’ word choice in complex literary texts. Infer characters’ feelings and attitudes using implied evidence in literary text. Distinguish between primary and secondary reference source materials. Explain an author’s use of secondary source materials to achieve a purpose. Identify the intended audience of persuasive text. Analyze persuasive language to describe its intended effect. 	<ul style="list-style-type: none"> Make predictions based on text features of text. Describe the historical or cultural aspects in literary texts. Describe characters using evidence in literary texts. Identify a common theme in two literary texts. Apply knowledge of organizational structure of text. Restate or summarize the implied main idea of informational text. Make relevant inferences from informational texts. Interpret information in functional text that supports the author’s purpose. Recognize valid support for a given argument. 	<ul style="list-style-type: none"> Use a reference source to determine word meaning. Use inferences to draw conclusions and make predictions about simple texts. Use context clues to determine meaning of unfamiliar words. Identify the genre of a literary text. Identify the influence of setting in a literary text. Extract details and identify stated main idea in informational texts. Identify appropriate reference sources for a purpose. Determine missing information and the sequence of activities in functional texts. Determine the author’s purpose for writing informational text.

These descriptors do not include all the skills and knowledge as contained in the Reading Standard.